



## Lincoln University Course Syllabus

Course: English 75 - Critical Thinking  
Semester: Summer 2015– Tuesdays and Thursdays, 12:30– 3:15  
Course prerequisites/co-requisites: None  
Credit: 3 units, 45 lecture hours  
Syllabus last revised 12/14

Instructor: Dr. Sylvia Y. Schoemaker Rippel  
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### Course Description

(Current University Catalog Description)

#### **Eng. 75 - Critical Thinking**

Consideration of cognitive skills and communicative strategies for defining, applying, analyzing, synthesizing and evaluating information. Course includes structural and operational approaches to task/mission analysis, decision-making, change forecasting, adaptation, and evaluation. System approach to analysis and solution of complex problems. Conceptual issues in problem definition, goal determination and measurement of effectiveness. (3 units)

### Learning Objectives

Skills emphasized include ability to examine objectively various sides of issues and to effectively use the procedures involved in systematic problem solving. Additional skills targeted include increased ability to develop and apply academic and professional communication skills, including improved ability to interact appropriately with challenging materials at an increased level of communicative competence.

### Instructional Materials and References

- Required Texts**
- Mayfield, M. (2014). *Thinking for yourself*. (9th Ed.). Boston, MA: Cengage Learning: Wadsworth. (TFY)  
ISBN: 9781133311188
- Daiek, D., & Anter, N. (2004) *Critical reading for college and beyond*. New York, NY: McGraw-Hill. (CRCB)  
(ISBN: 0072473762)

## Instructional Methods

The course sessions will include lectures , A/V-augmented presentations (text-based and other topically related slides and relevant audio/video/web resources), written and oral classroom exercises applying course concepts, small group and classroom discussions, student presentations of individual and group assignments based on course units, with emphasis on engaging students in learning by doing.

## Student Responsibilities

Students are expected to consistently attend class punctually and fully (arriving on time and leaving the classroom only at the scheduled break and end times). Successful students participate in individual and group work in a productive manner, prepare and perform well on tests, complete assignments according to schedule and at a level appropriate to university rubrics, and take personal responsibility for meeting the objectives of the course.

## Topical Outline

Topics covered include observation skills, appropriate language skills and encoding strategies, differentiating among fact, inference, judgment, recognizing fallacies of reasoning and evaluation, understanding viewpoint, analyzing character, logic, and emotion in persuasion.

## Assignments

For each of the units (as well as additional assignments given in class), students will do the following:

- Read and reflect on assigned units as outlined on the course schedule.
- Review and respond to the assignments in writing (a brief paragraph or two. In your response, outline the key questions and answers generated by your reading and reflection.
- Email your assignments to me at [profsylvia@gmail.com](mailto:profsylvia@gmail.com).

Midterm and final review presentations are based on course unit responses.

## Schedule

| Week | # | Date   | Day   | Topic                               | Thinking for Yourself (TFY)                   | Critical Reading for College and Beyond (CRCB)                       |
|------|---|--------|-------|-------------------------------------|---|--|
| 1    | 1 | 9-Jun  | Tues  | Introduction<br>Where Do You Stand? | TFY C1, Observation Skills: What's Out There? | CRCB C1, Reading in College  |
|      | 2 | 11-Jun | Thurs | Observation<br>Language and Thought | TFY C2, Word Precision: How Do I Describe It? | CRCB C2, Developing Your College Vocabulary                          |
| 2    | 3 | 16-Jun | Tues  | Facts                               | TFY C3, Facts, What's Real?                   | CRCB C3, Remembering What You Read<br>CRCB C4, Managing Reading Time |

|   |    |        |       |                            |   |   |
|---|----|--------|-------|----------------------------|---|---|
|   | 4  | 18-Jun | Thurs | Inferences                 | TFY C4,. Inferences: What Follows?                                  | CRCB C5, Locating Stated Main Ideas   |
| 3 | 5  | 23-Jun | Tues  | Assumptions                | TFY C5, Assumptions: What's Taken for Granted?                      | CRCB C6, Finding Supporting Details   |
|   | 6  | 25-Jun | Thurs | Opinions<br>Points of View | TFY C6. Opinions: What's Believed?<br>Review                        | CRCB C7, Inference<br>ePortfolio 1  |
| 4 | 7  | 30-Jun | Tues  | Midterm                    |   |   |
|   | 8  | 2-Jul  | Thurs | Viewpoints                 | TFY C7. Viewpoints: What's the Filter?                              | CRCB C8 Text Org.<br>CRCB C9, Using PSR Strategies<br>CRCB C10 Textbook Marking |
| 5 | 9  | 7-Jul  | Tues  | Argument                   | TFY C8. Argument: What's a Good Argument?                           | CRCB C11, Reading, Understanding and Creating Visuals                           |
|   | 10 | 9-Jul  | Thurs | Fallacies                  | TFY C9. Fallacies: What's a Faulty Argument?                        | CRCB C12, Identifying and Evaluating Arguments                                  |
| 6 | 11 | 14-Jul | Tues  | Induction                  | TFY C10. Inductive Reasoning: How Do I Reason from Evidence?        | CRCB C13, Reading Beyond the Words  |
|   | 12 | 16-Jul | Thurs | Inductive Fallacies        | TFY C11. Inductive Fallacies: How Can Inductive Reasoning Go Wrong? | CRCB C14, Evaluating Internet Resources   |
| 7 | 13 | 21-Jul | Tues  | Deduction                  | TFY C12. Deductive Reasoning: How Do I Reason from Premises?        | Review<br>ePortfolio 2  |
|   | 14 | 24-Jul | Thurs | Final                      |   |   |

### Assessment Criteria & Method of Evaluating Students

Students will demonstrate their level of achievement through appropriate and accurate application of critical thinking theory, including problem-solving, analysis, and decision-making criteria in approaching and solving text, classroom, and real-world exercises, individually and as group participants.

| Items  | Points     |
|--|------------|
| Exercises/ Daily Assignments, Oral and Written | 20         |
| Midterm  | 25         |
| E-Portfolio I, II                              | 10         |
| Presentation of Assignments                    | 10         |
| Final Exam                                     | 35         |
| <b>Total</b>                                   | <b>100</b> |

| Points     | Grade |
|------------|-------|
| 100-95     | A     |
| 94-90      | A-    |
| 89-87      | B+    |
| 86-84      | B     |
| 83-80      | B-    |
| 79-77      | C+    |
| 76-74      | C     |
| 73-70      | C-    |
| 69-65      | D+    |
| 64-60      | D     |
| 59 or less | F     |

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